



Oakbrook Middle

286 Old Fort Drive
Ladson, South Carolina

Grades	6-8 Middle School	
Enrollment	975 Students	
Principal	Garland Crump	843-873-9750
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

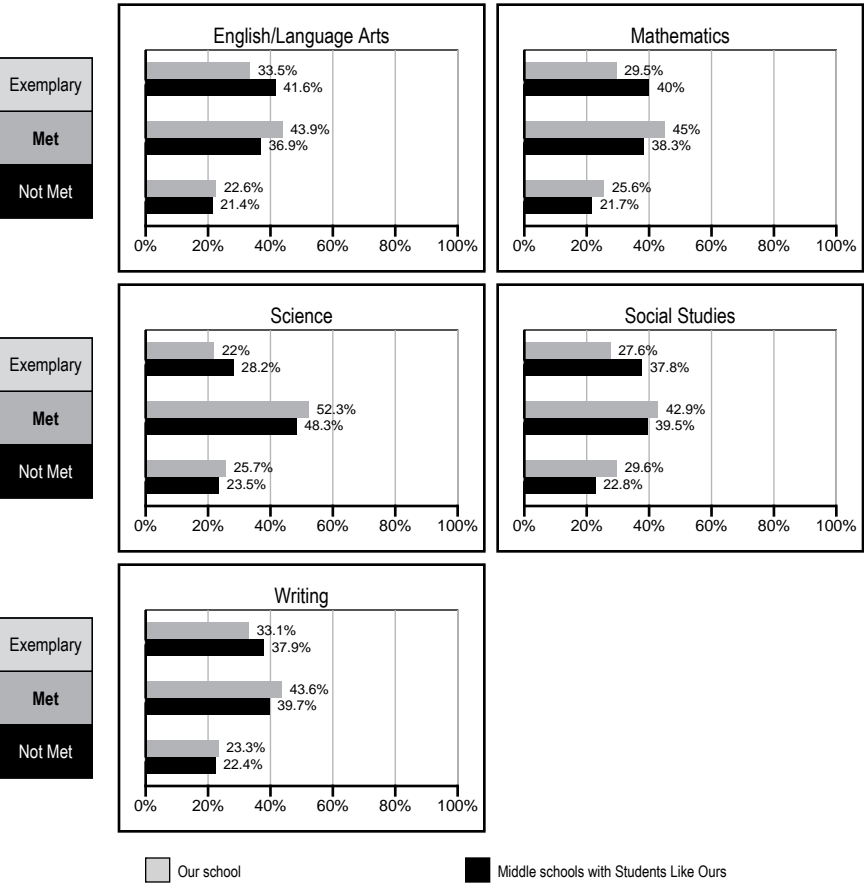
90.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	20	8	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.2%
English 1	98.1%	93.7%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	99.1%	98.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=975)				
Students enrolled in high school credit courses (grades 7 & 8)	25.2%	Down from 28.9%	33.0%	21.6%
Retention rate	2.7%	Down from 3.5%	1.1%	1.2%
Attendance rate	96.0%	Up from 95.7%	96.3%	95.9%
Eligible for gifted and talented	13.2%	Down from 14.8%	24.7%	14.8%
With disabilities other than speech	8.1%	Up from 7.6%	11.0%	12.6%
Older than usual for grade	1.9%	Down from 4.2%	1.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.1%	Down from 13.5%	0.6%	0.6%
Annual dropout rate	0.5%	Up from 0.3%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	63.2%	Down from 63.6%	57.8%	56.9%
Continuing contract teachers	80.7%	Down from 83.6%	78.2%	72.7%
Teachers with emergency or provisional certificates	5.5%	Down from 6.1%	3.9%	5.3%
Teachers returning from previous year	83.4%	Up from 83.1%	85.5%	82.9%
Teacher attendance rate	94.7%	Up from 94.0%	95.1%	95.2%
Average teacher salary*	\$48,702	Up 3.8%	\$48,645	\$46,599
Professional development days/teacher	10.3 days	Down from 16.0 days	10.9 days	10.8 days
School				
Principal's years at school	22.0	Up from 21.0	5.0	3.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 21.6 to 1	21.5 to 1	20.1 to 1
Prime instructional time	89.6%	Up from 88.1%	90.6%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.8%	Down from 97.1%	98.3%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,532	Up 24.3%	\$7,218	\$7,645
Percent of expenditures for instruction**	63.8%	Down from 66.4%	65.3%	63.4%
Percent of expenditures for teacher salaries**	59.3%	Down from 61.9%	59.5%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Oakbrook Middle School, located in the southern corner of Dorchester County, continues to strive to meet its mission of preparing responsible, competent, and caring lifelong learners. The mission of Oakbrook Middle is to educate students to become proficient, responsible, and caring citizens by creating a nurturing environment where staff, parents, and community work together to provide challenges and opportunities for students to reach their maximum potential.

OMS received an absolute report card rating of "Average" for the 2007-2008 school year. Our student body continues to demonstrate their academic success in the fields of math and science during the Low Country Quest Competition, Math Counts, Math is Cool, and Quiz Bowl, as well as other academic competitions throughout the year. OMS has 24 Duke Tip and 11 Junior Scholar participants. Our honor band received an excellent award at the State Concert Festival. Students and staff held benefit drives for causes such as Muscular Dystrophy Assoc., American Heart Assoc., American Cancer Society, Cystic Fibrosis, Susan G. Komen, SPCA, and Families in Crisis.

Oakbrook Middle continues to address the challenges of decreasing the achievement gap in language arts and math. We utilize Measures of Academic Progress (MAP) test data to diagnose instructional needs. Our Compass Learning Program provides us with the technology that allows us to create individual learning paths for each student based on the instructional level identified by the MAP assessments. We also utilize Senteo Interactive Response Systems in the classroom to provide immediate assessment of student understanding. At OMS, we provide computer-assisted instruction with the utilization of SMARTBoards and web-based activities such as Study Island, GIZMO, and Brain Pops. The Read 180 program continues to address the needs of struggling readers in all grades. Our single gender classes address the different needs, learning styles, and interests of students. We have also implemented a "Failure is Not an Option" program, requiring students to complete all missing assignments and not receive zeroes. At OMS, we continue to utilize the InTouch software, homework hotline, the school's website, ParentLink, and parent focus meetings to address the challenges of parent satisfaction with home-school relations and communication. The faculty and staff continue to conduct report card nights, award ceremonies, and parent/teacher conferences.

Teachers' professional development continues to focus on best instructional practices and technology initiatives, such as the utilization of assessment data to increase student achievement, Explicit Direct Instruction, web-based activities, SMARTBoards, and Senteo Response Systems to help address the needs of all children. We have also begun to use the APEX program to increase student achievement. Oakbrook's faculty consists of a total of 57 teachers, with nine having received National Board Certification.

OMS continues to be a great place where students "care to learn and learn to care!"

Garland W. Crump, Principal
Christene Dieso, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	277	204
Percent satisfied with learning environment	98.4%	66.5%	81.8%
Percent satisfied with social and physical environment	93.3%	71.5%	75.9%
Percent satisfied with school-home relations	71.7%	79.9%	77.5%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 23 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	979	99.9	23	44.7	32.3	86.2	89.3	82.8	Yes	Yes
Gender										
Male	495	100	27.2	40.5	32.3	83.7	86.4	79.3	N/A	N/A
Female	484	99.8	18.8	48.9	32.4	88.7	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	536	100	16.5	42.7	40.7	90.3	92.9	89.5	Yes	Yes
African American	349	99.7	34.7	48.4	16.9	78.2	82.3	73.7	Yes	Yes
Asian/Pacific Islander	33	100	15.2	21.2	63.6	87.9	93.3	92.3	I/S	I/S
Hispanic	53	100	23.4	53.2	23.4	91.5	82.7	76.5	Yes	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	84	100	59.7	29.9	10.4	55.8	59.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	39.1	30.4	30.4	78.3	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	354	99.7	34.8	45.5	19.7	76.5	81.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	979	100	26.9	47.3	25.8	85.3	85.8	78.9	Yes	Yes
Gender										
Male	495	100	29	42.3	28.7	84.4	85.2	77	N/A	N/A
Female	484	100	24.8	52.4	22.8	86.2	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	536	100	19.8	45.6	34.7	89.9	91.5	87.2	Yes	Yes
African American	349	100	40.8	50.2	9.1	76.1	74.4	66.7	Yes	Yes
Asian/Pacific Islander	33	100	18.2	39.4	42.4	90.9	91.8	93	I/S	I/S
Hispanic	53	100	21.3	48.9	29.8	91.5	80.4	76	Yes	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	84	100	66.2	27.3	6.5	57.1	57.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	17.4	52.2	30.4	95.7	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	354	100	39.9	46.9	13.2	77.5	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	653	99.7	25.5	52.4	22.1	74.5	75.3	67.5
Gender								
Male	330	99.7	25.9	51.2	22.9	74.1	75	67
Female	323	99.7	25	53.7	21.3	75	75.8	68
Racial/Ethnic Group								
White	364	99.5	18.8	52.7	28.6	81.3	83.8	79.5
African American	231	100	40.5	51.7	7.8	59.5	57	50.3
Asian/Pacific Islander	21	100	9.5	47.6	42.9	90.5	86.4	84.3
Hispanic	32	100	12.9	58.1	29	87.1	70.5	60.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	54	100	54	40	6	46	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	15	100	26.7	60	13.3	73.3	66.7	59.6
Socio-Economic Status								
Subsided meals	232	99.6	38.4	49.8	11.8	61.6	59.9	55.1

Social Studies

All Students	653	99.9	29.4	42.9	27.7	70.6	81.2	72.3
Gender								
Male	325	100	27.3	38.9	33.8	72.7	80.9	71.5
Female	328	99.7	31.5	46.7	21.9	68.5	81.4	73.2
Racial/Ethnic Group								
White	354	99.7	23.8	40.7	35.5	76.2	86.7	80.7
African American	236	100	41.3	45.1	13.6	58.7	69.9	60
Asian/Pacific Islander	21	100	19	33.3	47.6	81	91.5	88.5
Hispanic	37	100	18.8	56.3	25	81.3	73.6	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	46	100	61.9	31	7.1	38.1	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	18	100	6.3	56.3	37.5	93.8	74.6	67.9
Socio-Economic Status								
Subsided meals	244	99.6	42.1	44.9	13	57.9	70.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	970	99.4	22.8	43.9	33.4	77.2	81.7	70.2	96	96.2
Gender										
Male	489	99.2	31	43.9	25.2	69	76	63.2	95.7	96.1
Female	481	99.6	14.5	43.8	41.6	85.5	87.5	77.5	96.4	96.3
Racial/Ethnic Group										
White	538	99.4	17.2	43.9	38.9	82.8	86.9	79.1	95.7	96
African American	338	99.1	34.3	44.3	21.4	65.7	70.9	57.6	96.4	96.4
Asian/Pacific Islander	33	100	15.2	27.3	57.6	84.8	88.6	86.2	97.4	97.1
Hispanic	53	100	12.5	52.1	35.4	87.5	78.9	62.6	96.4	96.4
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	88.4	68.7	97.6	95.8
Disability Status										
Disabled	84	98.8	75	19.7	5.3	25	37.7	26.1	96	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	25	100	17.4	52.2	30.4	82.6	70.2	61.2	96.7	96.3
Socio-Economic Status										
Subsidized meals	340	99.1	36.2	44	19.7	63.8	70.2	58.9	95.1	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	338	100	25.4	42	32.6	74.6
	7	329	100	20.1	44.2	35.6	79.9
	8	312	99.7	23.5	48	28.5	76.5

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	338	100	30.3	46.9	22.8	69.7
	7	329	100	22.1	46.5	31.4	77.9
	8	312	100	28.4	48.6	23	71.6

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	168	100	39.2	53.6	7.2	60.8
	7	328	99.7	20.9	54.5	24.6	79.1
	8	157	99.4	20.3	46.9	32.9	79.7

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	170	100	27.1	51.6	21.3	72.9
	7	328	99.7	35.2	39.2	25.6	64.8
	8	155	100	19.4	41	39.6	80.6

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	334	99.1	25.7	42.3	31.9	74.3
	7	323	100	21.1	46.4	32.6	78.9
	8	313	99	21.4	42.8	35.8	78.6

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N/R--Not Reported

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